

On-Site Calibration and Scoring Protocol

Rhode Island Skills Commission

Explanation and Considerations for Use

The Rhode Island Skills Commission and its network schools developed this document. It represents one particular approach; you may choose to adopt it or may prefer to explore other approaches. It is used to facilitate calibration and scoring of CIM or common tasks at the local level. It requires facilitation by a task specialist. Tasks that are scored at the local level may require further validation if they are to serve as CIM or anchor tasks for portfolio entries.

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<http://www.ride.ri.gov/highschoolreform/dslat/>
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On-Site Calibration And Scoring Protocol

This procedure was designed by the RI Skills Commission to build capacity for common task implementation, calibration, and scoring at the local level. The protocol should be facilitated by a task specialist who is familiar with the specific task that is to be scored.

- Each participant should have a copy of the task, samples of student work, extra rubrics, and scoring sheets.
- Explain procedure (as below)
- Ground rules:
 - Only one person speaks at a time
 - Wait to be called on
 - No side conversations, please
 - Respect each other's comments
- Designate a recorder to note any issues, record discussions, and initial and final scores for each box.
- Examine task for standards, GSEs, teacher and student directions, prompt, and rubric. Point out significance of boxes with asterisk. Discuss and record.
- Read first sample of student work only.
- Score individually, marking rubric. You may split indicators in one box.
- When determining final score, consider the preponderance of evidence to determine where a student's work falls, particularly in the boxes marked with an asterisk.
- Check the teacher directions page for any accommodations that might have been made for students with IEPs, 504s, and/or PLPs.
- When everyone has finished, ask for a show of hands for an overall score of exceeds, meets, etc.
- Work box by box, asking for an overall initial score. Then ask volunteers to support the evaluation, citing evidence from the student work. Generally, start with someone who is most supportive of student work, work towards "below" categories. This discussion takes quite a bit of time, depending upon the task and the sample of student work. At the end of the discussion of each box, take a revote to determine the final score for that box.
- When all boxes have been discussed, ask for a final overall score.
- Use same procedure for sample two. **OR** (depending upon time and level of expertise) pair score sample two and discuss as needed after an overall vote.
- Read Central scoring calibration notes for comparison/validity purposes.
- Pair score tasks, using score sheets. Second scorer should not look at first evaluator's score until his/her own evaluation is completed. At that point, if both scores agree, record the score on the cover of the task. (Both scorers should also fill out a score sheet).
- If there is a discrepancy of a 3-4 or a 2-3, then a discussion takes place to determine the final score. If agreement is reached, one of the scorers changes his/her score sheet to agree with the other score.

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- If the two scorers cannot come to agreement, then a third reader or table leader reads the task and determines the final score. That reader also fills out a third rubric and includes it inside the task. He/she would also fill out a score sheet.
- Try to double score as many tasks as possible before the end of the session so that a validation can be made on as many tasks as possible. Validations will only be made on tasks that have been double scored.
- For CIM certification: submit all score sheets, class lists, and tasks to Skills commission for validation or final scoring of work that is incomplete.